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Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkmann School, 415 W. Newbury St., Boston, Mass.

USE OF THE THESAURUS MATERIAL SECURED FOR AMERICAN INVESTIGATORS

Since the days of Friedrich August Wolf, who more than a hundred years ago suggested a plan for a Thesaurus of the Latin language which should give every example of every word in the literature, such a treasure-house of Latin has been talked about and hoped for by classical scholars the world over. It was therefore with the deepest interest that scholars learned about fifteen years ago that this colossal enterprise had actually been undertaken by German scholars under the auspices and at the expense of five of the great German universities, and later that the material had been collected and arranged and was ready for the editor's use.

Because of the enormous bulk of the work it was decided that it should appear by piecemeal and that successive fascicles in alphabetical order should be printed as they were completed, and distributed to the subscribers. Before the actual work of editing was begun, however, those in charge decided, on the ground of the expense and the difficulty of having such a publication printed, that it would not be possible to publish all of the material. It was decided to give a large number of typical examples of every word, and to abandon the idea of making the record a complete one.

Until the appearance of the first fascicles this change of plan was unknown to many American scholars, in whose journals no notice of it had appeared. Great surprise and disappointment were therefore felt when it became known that the long-hoped-for Thesaurus did not give complete statistics.

To many persons completeness had seemed to be the one great central idea of the undertaking—in fact its *raison d'être*. The feeling prevailed that if all of the material were given, one need be less concerned by the differences of opinion which would necessarily arise as to the best way of presenting that material,

but that it was outside the limits of human possibility that any person, however erudite, could make a selection that would meet the needs of every investigator.

The writer of this article, after having found by comparison with his own list of the word *antequam* that about one-fourth of the total number of occurrences of that word had been omitted by the Thesaurus (some of the omitted examples, in his opinion, of high importance in a study of the syntax of the conjunction), conceived the plan of raising funds in America to defray the expense of publishing, under the supervision of American scholars, supplementary volumes to the Thesaurus which should give, by numerical indices only, all examples omitted in the published fascicles; employing, of course, the material already collected and catalogued at Munich.

A paper roughly sketching this plan was read before the American Philological Association at its St. Louis meeting in September, 1904 (*vid. Proceed. Amer. Phil. Assoc.*, Vol. XXXV), and as a result of the interest evinced by many persons who were a unit in deploring the fact that the statistics given in the Thesaurus were incomplete, the matter was taken up by correspondence with the editors in Germany to learn whether arrangements could be made with them for the use of the material, should it be found possible to raise the money in America necessary for the undertaking. The replies received from individual members of the editorial board were not encouraging, and the proposition was definitely rejected by the Board of Control of the Thesaurus when it was presented to them at their annual meeting in 1905.

In their formal reply conveyed by a letter from Professor Vollmer, the two main reasons for refusal were: First, that they did not admit the urgency of the need for a complete record; and secondly, that they did not consider it practicable that two boards of editors or their representatives should simultaneously make use of the material which was collected in rather crowded rooms.

Though the second of these reasons, which seemed to the recipient of the letter the more cogent, could be met by a change in the terms of the proposal, the matter was dropped until it could be renewed in a personal interview on the occasion of a proposed visit to Munich. This opportunity occurred last winter, and the editors were approached with an inquiry as to whether the Board of Control would be likely to consider favorably a proposal that America should furnish the funds to defray the expense of publishing the supplementary volumes under the direction of the editors of the Thesaurus.

Reply was made that there was little likelihood, for a number of reasons, that such a proposal would be favorably considered, but that the editors of the Thesaurus would be glad to meet the desires of American scholars to the extent of putting all the material of their archives at their disposal in the following way: Anyone desiring the complete lists of occurrences of any word or words may obtain them upon making a request for them to the editors. The editors will appoint a competent man from among their assistants to transcribe the material desired and forward it to the person from whom the request comes. The time

of the clerk must be paid for at the rate of 12½ cents an hour; postage and paper for any considerable collection must also be provided for.

The writer was authorized by the editors to make the above announcement in any of the philological journals of America, and he takes this opportunity to do so. In a certain way this generous offer concedes more than was asked for, in that it includes not only those who are already subscribers to the *Thesaurus*, but also those who are not, and permits anyone who needs to do so to anticipate the appearance of the later fascicles, as well as to supplement the lists of those which have already appeared.

Requests for material may be addressed to Professor Lommatsch, Professor Oskar Hey, or Professor Alfred Gudeman, *Thesaurus Linguae Latinae*, Munich, Germany.—WALTER HULLIHEN, University of Chattanooga.

The English Classical Association

The meeting was held this year at Birmingham, October 8-10. Papers were read by Professor Mackail, on "How Homer came into Hellas," and by Professor Sonnenschein, on "The Unity of the Latin Subjunctive." Professor Waldstein gave an illustrated lecture on the art treasures of Herculaneum, and Professor H. Browne (Dublin) illustrated a paper on the rendering of Greek lyric rhythms by the gramophone. The meeting was also addressed by the prime minister, Mr. Asquith, the president of the association. He congratulated the teachers on the rapid adoption of the reformed Latin pronunciation, and referred with appreciation to the successful excavations of Mr. Evans, holding nevertheless that literature is more than potsherds. At one of its sessions the Association listened to a performance of the *Hippolytus* of Euripides in Dr. Gilbert Murray's translation, which was given by Miss Horniman's company. Of the vice-presidents the past year, one has been an American, Professor W. G. Hale, of Chicago.

The committee on Greek pronunciation made its final report, and the committee on school curricula a preliminary report which presented a summary of answers to the following two questions which had been sent out:

I. In a four years' course of Latin study, what is the minimum number of weekly lessons necessary to enable boys or girls at the end of their school course (*a*) to read the easier authors without a dictionary? (*b*) to reach the standard of the London Matriculation examination (or an examination of about the same difficulty)?

II. In a four years' course of Latin study in which three or four lessons are given each week, do you find that the average pupils gain such help toward the knowledge of English and other modern languages as justifies the time devoted to Latin?

In the answers to the first question the consensus of opinion seemed to be that four or five lessons a week would be required, and that rather more time would be needed to accomplish (*b*) than to accomplish (*a*).

The answers to the second question show a strong and widespread feeling that even a short course in Latin is of great value as a preparation and help in

other studies. The importance of the answers to this question is due to the fact that they came from a large number of teachers representative of very various types of schools, and selected without reference to their belief in the value of Latin as an educational subject.

Greek Literature in Translation at the University of Birmingham

In connection with the suggestions made by Professor Bill in the November number of the *Journal*, in the article entitled "A New Greek Course," it is interesting to note a course in Greek literature with a somewhat similar aim, which has recently been put in operation at the University of Birmingham, England. The course is described by Professor Sonnenschein in the September number of the *Classical Review*. It is intended chiefly for those students of the university who matriculate without any knowledge of Greek, and may be taken by itself as a "subsidiary course" (one year), for the Arts degree, or together with a course in ancient history as a "principal course" (two years), when Latin is another principal subject.

The course consists of three exercises a week for a year, Homer, the drama, and Plato, each occupying the time of a term. The reading of the essential parts of the *Iliad* and *Odyssey*, select plays of the three writers of tragedy, and some of the shorter dialogues of Plato, is to be accompanied by lectures dealing with the literary aspect and contents of these works; but the attention will be concentrated, in the main, upon the reading of the works themselves, with a view to the appreciation of them as human documents. The point of importance is that the initiative in this movement is taken by the instructors in the classics themselves, and that the instruction is to be conducted "by a teacher who knows the works in the original, and will therefore be able to make the students feel that a translation is not the ultimate thing, but only an attempt to represent it; it will be his aim to communicate to his pupils some of his own first-hand feeling for the original."

In the same university the courses in Latin have for some years been supplemented and extended by a wider range of reading in good translations from such Latin works as are not read in the original. This practice has been found to lead to a much more vital interest in classical literature. The effect of the scheme is reinforced by the methods adopted in the university in the teaching of English literature. "By co-operation between the professors of English and classics it has been arranged that the courses of reading in English literature and in Latin and Greek shall illustrate one another. Thus, for example, students who read Juvenal also read Johnson's *London* and *Vanity of Human Wishes*; Horace's *Ars Poetica* is illustrated by Pope's *Essay on Criticism*; Aristotle's *Poetics* and Longinus *On the Sublime* are studied in translation in the English course on literary theory, side by side with such works as Dryden's *Essay of Dramatic Poesie*. Thus treated, classics and English literature form parts of an organic whole; and both studies gain greatly in vitality and interest."

The Classical "Ferienkursus" at Bonn

During the Easter vacation the classical professors and docents of the University of Bonn have for the past eight years given a so-called "vacation course" for the benefit of the classical instructors in the gymnasia and other institutions of the Rhine district. Each of the various members of the Bonn faculty, and occasionally men from other universities, occupies one session of the course with a scientific address on some subject in which his own special line of study has made him an authority. The meetings thus extend over three days, the mornings and afternoons being devoted to the lectures and the evenings to "gemütlichem Zusammensein." There is a constantly growing attendance and interest on the part of the gymnasial teachers in the undertaking, which is supported by an appropriation from the government.

The addresses which are made from year to year cover a wide range of subjects, and serve admirably to keep the trained men of the gymnasia, whose time is pretty largely taken up with teaching, abreast of the times in the different branches of classical investigation. A full report of the lectures appears each year in the *Neue Jahrbücher für das klassische Altertum*. Some idea of the extent and character of the discussions can be gained from the list of subjects, given below, which were treated at the meetings of the last three years.

1906: "The History of the Text of Plato, from the Manuscripts, Recent Papyri, and Direct Transmission" (Bickel); "New Contributions to the Interpretations of Horace's Odes" (Elter); "Numantia" (Schulten); "On Greek Etymology" (Solmsen); "Egyptian Popular Legends in the Second Book of Herodotus" (Wiedemann).

1907: "Contributions to the Interpretation of the *Vergilian Culex*" (Elter); "On Recent Investigations in the Field of Greek and Latin Prosody" (Loeschke); "On the Significance of the Position (*Orientierung*) of the Temple in Greek Life" (Nissen); "The Influence of the Structure of the Latin Sentence upon the Historical Development of the German Sentence" (Schultz).

1908: "The Chorus in Greek Lyric Poetry" (Brinkmann); "Greek Vase-Painting" (Loeschke); "The Prologue of the *Rudens* of Plautus" (Marx); "On the Most Recently Discovered Papyri Relating to Ancient History" (von Mesz); "The Names of Greek Gods" (Solmsen).

An Address by Ex-Secretary Long

At the annual meeting of the New England Association of Classical and High-School Teachers, the chief paper was an account, by Hon. John D. Long, of his early experiences as a scholar and teacher. In the course of his reminiscences he made the following remarks about his education in the classics:

As to the value of the study of Latin and Greek, I am not sufficiently a proficient in either to bear testimony of much importance. In fitting for college I hardly learned more than to translate, and knew next to nothing of composition in those languages. In college the instruction seems to me now to have been perfunctory and unsuggestive,

but that may be owing to the fact that I had not received the proper fit, and was out of gear, because a year or two ahead of my acquirement. I really began to accomplish most, too, in these lines, when I began to teach them. In Greek, my attainments were at best of very small account and hardly worthy of a freshman.

And yet, meager as my classical education was, I am certain that it has been of great value, and that a classical education should not be dispensed with or much restricted as an element in the all-round and substantial education, not merely of the scholar, but of the citizen. It lays the foundations of literary culture; and this is of vital consequence. It puts the student in touch and harmony with springs and sources of literature. Without it, he somehow always feels the lack of this. It enlarges his background; it is a rock under his feet; it saves from the consciousness of something behind unexplored and exaggerated for better or worse. It is also one of the most refreshing and wholesome well-springs of delight and of the eternal life of the human mind. Its literature is monumental and imperishable; and as all literature is inseparable from the personal elements of its creators, whatever brings us into closer speech with them brings us closer to the spirit of their works.

And, especially, a classical education is inestimably valuable as a help toward expression, toward writing and speaking, which are the very desiderata of education. Our own language is largely the Latin and Greek languages. It is a misnomer to call them dead. They live in the words we read and use every day we live. Whoso knows them and their construction has, in the reading and writing of English, a mastery and command which he can acquire in no other way. To him, every word inherited from them carries a whole illumination of relations, and, but for his training, would be but the burnt stick of an exploded rocket. It is the difference between listening to music with the ears of one who simply enjoys a melodious current in the air, and with ears to which, in addition to all that, each note is the recognized element of a musical meaning. The vocabulary is enlarged. The choice of words is surer and easier. In short, the mastery of language is greater. There have been splendid examples of such mastery without a classical education. But with it, would they not have been still more masterful?

The New Hampshire Classical Association

The New Hampshire Classical Association held its second annual meeting in Manchester, October 16 and 17. The association is organized as a branch of the Classical Association of New England, and at the same time as a section of the State Teachers' Association. In this way it is possible to secure the attendance of a large part of the classical teachers of the state, and also to interest many other teachers in the classical subjects that are discussed.

The first of the two sessions was given largely to the discussion of Virgil, and to problems connected with the teaching of Latin poetry in the schools. The opening paper was by Professor John K. Lord, of Dartmouth College.

Professor J. C. Kirtland, of Phillips Exeter Academy, gave an encouraging report of progress in the movement for uniform college entrance requirements in Latin. An especially valuable paper was one on Theocritus by Principal Libby, of the Manchester High School, significant as showing that a busy prin-

cipal can find time with all his executive work to carry on thorough classical study.

Among the most suggestive papers were descriptions of methods of classical teaching in England and in Germany.

The New Hampshire Association makes much of the fraternal side of its meetings; a supper and social gathering were especially enjoyable features of this meeting; the growing acquaintance of the classical teachers of the state with one another and with the classical faculty of the college is giving a strong feeling of partnership in a common work. The officers for the coming year are Principal Charles F. Cook, of the Concord High School, president, and Miss Clara F. Preston, of the Nashua High School, secretary.

Harvard University

The classical department continues this year the policy of holding monthly conferences, which all students doing advanced work in the classics are expected to attend. At the November conference Professor Herbert Weir Smyth, who has just returned from a year abroad, gave an account of a visit to Sphacteria, and discussed the positions of the contending forces in the battle described by Thucydides. Mr. K. K. Smith, who has been for two years at the American school at Athens, read a paper on "A Newly Discovered Statue Basis from Corinth." A paper on "Latin Authors in the Preparatory and High School," by Mr. E. A. Hecker, of the Graduate School, was followed by a spirited discussion by members of the faculty and teachers present.

The programme of the Harvard Classical Club for 1908-9 will include the reading of the whole of Ovid's *Metamorphoses*, with occasional addresses by gentlemen from other institutions. It is hoped that Professors Mahaffy and Ferrero will be among the number of speakers.

Professor M. H. Morgan gave during November a series of lectures on the history of classical studies. While intended primarily for graduate students of the classics, these lectures were open to members of the university and to the general public, and were well attended.

A Celebration of Virgil's Birthday

On the Ides of October the Virgil class of the University of Nebraska met at the home of their instructor, Professor Alice C. Hunter, to celebrate the anniversary of the famous poet's birth. The students were much interested in trying the old *Sortes Vergilianae*, and some of the prophecies thus obtained were loudly applauded. Professor Barber gave an address on the ancient "lives" of Virgil.

A feature of the decoration of the house for the evening was a tablet inscribed to the poet. This was ornamented with glowing autumn leaves, and recalled Virgil's famous simile. After some Latin songs were sung, the students made a salute to the poet by rising, facing the tablet, and reading in succession tributes written by men of note. The rest of the time was spent in looking at photo-

graphs of Italian scenery, and passing judgment on the refreshments, among which were the Roman wedding cake and the cheese and honeycake for which Cato furnishes the recipes.

Distribution of Pupils in the Topeka High School

The distribution of high-school pupils among the different branches of study is a matter of interest and importance, and one which the *Journal* hopes to take up more in detail in the near future. The different sections of the country differ from each other in this particular, and often in a rather unexpected way. So, for example, the statistics of enrolment given below for the high school at Topeka, Kansas. The required subjects are rhetoric (in the senior year), three years each of English and mathematics, and one year each of history and science. Of the 1,010 pupils in the high school at the time of the report (October, 1908), 90 per cent. were taking English, 86 per cent. mathematics, 41 per cent. science, 42 per cent. history and 93 per cent. foreign languages. The actual number studying foreign languages was 940, of which 724, or 72 per cent. of the total enrolment, were in Latin.

AN ATTRACTIVE OPPORTUNITY

To the Members of the Classical Association:

Through the courtesy of the Michigan Schoolmasters' Club any member who desires may receive a copy of the recently printed symposium on "The Value of Humanistic, Particularly Classical, Studies as a Preparation for the Study of Theology, from the Point of View of the Profession." It contains the following papers which were presented at the classical conference at Ann Arbor last spring:

I. "The Place of Latin and Greek in the Preparation for the Ministry"—Wm. Douglas Mackenzie.

II. "The Value to the Clergyman of Training in the Classics."—Rev. A. J. Nock.

III. "Short Cuts to the Ministry, with Especial Reference to the Elimination of Latin and Greek from Theological Education."—Hugh Black.

IV. "Greek in the High School, and the Question of the Supply of Candidates for the Ministry."—Francis W. Kelsey.

V. Concluding Remarks.—President James B. Angell.

This Symposium is one of the most valuable of the series dealing with the value of classical studies to various professions—Medicine, Engineering, Law. To secure a copy of this pamphlet send your name and a two-cent stamp to Mr. Louis P. Jocelyn, So. Division St., Ann Arbor, Mich.

Very cordially,

THEODORE C. BURGESS, SECRETARY